

1-23-1983

## University of Northern Iowa Faculty Senate Meeting Minutes, January 23, 1984

University of Northern Iowa. Faculty Senate.

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Faculty Senate  
January 23, 1984  
1325

RECEIVED

FEB 8 1984

OFFICE OF DEAN  
COLLEGE OF NAT. SCIENCES

#### ANNOUNCEMENTS

1. Remarks from Vice President and Provost Martin

#### CALENDAR

2. 355 Change in name of the Business Education and Administrative Management Department to the Information Management Department (letter from Dean Robert Waller) (see Appendix A). Docket in regular order. Docket 296.
3. 356 Request from President Curris for Senate consideration of Alteration in the 1984-85 Academic Calendar (see Appendix B). Docket in regular order. Docket 297.
4. 357 Interim Report from the General Education Committee (see Appendix C). Docket in regular order. Docket 298.

#### NEW/OLD BUSINESS

5. The following individuals were nominated for appointment to the UNI Foundation Board: Earle Brooks, Pat Geadelmann and Howard Jones.
6. The following individuals were appointed to the screening committee to select a replacement for the position of Assistant Vice President for Academic Affairs: David Walker and Linda Walsh.
7. Dr. Norman Story was granted voting faculty status on a permanent basis.
8. Consultation with the Senate ad hoc Committee on Instructional Needs (see Appendices D and E).

#### DOCKET

9. 351 292 Report of the Academic Master Plan Committee. See Senate Minutes 1321, 1322, and 1323. Adopted motion to acknowledge receipt of this report.

The University Faculty Senate was called to order at 4:01 p.m. on January 23, 1984, in the Board Room by Chairperson Remington.

Present: Baum, Boots, Dowell, Elmer, Erickson, Evenson, Goulet, Hallberg, Heller, Kelly, Krogmann, Patton, Peterson, Remington, Richter, Sandstrom, Story.

Alternates: Tarr for Duea.

Absent: Glenn.



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Members of the press were invited to identify themselves. Ms. Ann Niece of the Northern Iowan did so.

#### ANNOUNCEMENTS

1. Vice President and Provost Martin said that the National Faculty Exchange program has been accepted by the Board of Regents. He indicated that Dean Hansen will be distributing to departments information and a brochure concerning the faculty exchange program.

Dr. Martin indicated that the Governor's budget includes a 2.8% reduction of our financial base. This amount is the same as the reversion figure for this year. He said this can cause morale problems due to record enrollment and a "flat" year on salaries. Dr. Martin noted that the university will attempt to have the Iowa Legislature alter the Governor's budget recommendations. He indicated that all three universities will be suffering deep cuts in the area of fuel and electrical purchasing power, stating that \$3.7 million is being cut in these areas. Dr. Martin stated that tuition rate increases will offset only a small part of this short fall because of prior commitments to salary increases and financial aid.

#### CALENDAR

2. 355 Change the name of the Business Education and Administrative Management Department to the Information Management Department (see Appendix A).

Goulet moved, Tarr seconded to docket in regular order. Motion passed. Docket 296.

3. 356 Request from President Curris for Senate consideration of proposed alteration in the 1984-85 Academic Calendar (see Appendix B).

Boots moved, Kelly seconded to docket in regular order. Motion passed. Docket 297.

4. 357 Interim report from the General Education Committee (see Appendix C).

Dowell moved, Boots seconded to docket in regular order. Motion passed. Docket 298.

#### NEW/OLD BUSINESS

5. The Senate had before it a list of nominees for appointment to the UNI Foundation Board and brief notes about them from the University Committee on Committees. Story moved, Boots seconded, that the Senate make its selections by secret ballot. The three individuals recommended by the Senate to the Vice President for Academic Affairs for service on the UNI Foundation Board were Earle Brooks from the Department of Marketing, Pat Geadelmann from the Department of Teaching, and Howard Jones from the Department of History. The Vice President's office will presumably appoint one of these three to the board.

6. The Senate had before it a list of nominees from the University Committee on Committees for two positions on the screening committee to select a replacement for the position of Assistant Vice President for Academic Affairs.

The Senate, by consensus, decided to make its selection in the same way as in the immediately previous case.



The question was raised as to who else will serve on this committee. Vice President Martin said there was one student yet to be selected by UNISA, Professor Joseph Ruffo will represent the Department Heads and Dean Robert Waller will represent the Council of Deans.

The Senate selected the following two individuals to serve on the screening committee: Professor David Walker from the Department of History and Professor Linda Walsh from the Department of Psychology.

7. Appearing before the Faculty Senate to appeal his non-voting faculty status was Dr. Norman Story, Director of the Counseling Center.

Dr. Story was invited to address the Senate. He said he wished to be granted voting faculty status. As an individual who had been a member of the university community for a considerable period of time, he felt that he was being excluded from a traditional position that he had previously held. He cited letters from former President Maucker and former Vice President Lang concerning his position and equivalent professorial rank. Dr. Story pointed to his involvement in the counselor education program which includes supervision of graduate practicum students.

Vice Chairperson of the Senate Hallberg, who serves as Chairperson of the subcommittee on such appeals, indicated that the charge to the subcommittee was to review if individuals met the criteria as set forth in the Faculty Constitution. He said that it was the committee's opinion that Dr. Story met the criteria set forth for inclusion as a member of the non-voting faculty. Chairperson of the Faculty, Hovet, noted that the constitution indicates that to be considered a member of the voting faculty an individual must possess professorial rank. She stated that, on that basis, the previous decision to exclude Dr. Story from membership on the voting faculty had been made.

Senator Heller asked Dr. Story to compare his current position and duties to those that existed at the point that he was originally hired at the university. Dr. Story responded by saying that at the point he was hired, he was filling a position as counselor/psychologist and served as a supervisor of practicums for graduate students in counselor education. He currently is director of the Counseling Center and has become more involved in the educational process.

Senator Krogmann asked if Dr. Story currently has professorial rank. Dr. Story responded in the negative.

Senator Sandstrom stated that what the constitution says and what we may want to say in this case may differ. He inquired if the Senate has the authority to make exceptions to the constitution. Chairperson Remington said that the Senate does have such authority on individual cases.

Heller moved, Richter seconded, that the Faculty Senate grant voting faculty status to Dr. Norman Story on a permanent basis, and that this decision be made by secret ballot.

Senator Kelly stated he believed several other individuals were in similar situations to Dr. Story. He inquired if the Senate felt it was setting precedence in this area and if the Senate felt that a review of the constitutional language was needed?



Vice Chairperson Hallberg indicated that at previous faculty meetings he had spoken against the change in criteria for individuals' faculty status. He cited areas such as academic advising, which are so closely aligned to instruction, that he felt individuals in them should be included in the voting faculty. He stated, however, that since the faculty had overwhelmingly expressed its decision to exclude these individuals, he wondered if he, as an individual senator, had the prerogative to vote against the will of the faculty.

Senator Evenson said the Senate has the authority to review these cases under section 1.4 of the constitution and asked who would fit the intent of 1.4 if Dr. Story does not.

Senator Heller indicated that the intent of 1.4 was to recognize that some individuals that previously had always been considered members of the voting faculty may wish to appeal for exceptional inclusion under the current definitions. It was the intent of the faculty to allow the mechanism for inclusion of selected individuals.

Chairperson Remington pointed out that the Senate is not considering a change in the constitution but is only reviewing an individual appeal. He did state, however, that he was not satisfied that there was overwhelming evidence to grant this individual request.

Vice Chairperson Hallberg stated that his sense of the faculty was that they did not want to include those individuals who have authority to hire or fire as members of the voting faculty. He noted that individuals are like line faculty and if they deal closely with the educational process, he felt he did not want these individuals excluded. He stated the current constitutional language exists because it is impossible to write a definition which accommodates each individual situation.

Senator Kelly stated that while precedent may be a dangerous thing, he believes it is incumbent upon the Senate to review such appeals on an individual basis. He indicated he would vote in favor of the request.

The result of the secret ballot on the appeal of Dr. Story was announced by Chairperson Remington. The Senate granted Dr. Story's appeal and bestows upon him faculty voting status on a permanent basis.

8. Chairperson of the ad hoc Committee on Instructional Needs, Professor Aurelia Klink, had written a letter (see Appendix D), requesting additional information from the Senate concerning the ad hoc committee charge. The ad hoc committee was unsure if the charge to the committee included instructional needs on how to become a better instructor or if the charge was limited to such things as media availability. The ad hoc committee is seeking a definition of instructional resources.

A clarifying letter from Chairperson Hovet was introduced (see Appendix E). Professor Klink said that this information is helpful to the ad hoc committee.

Several individuals specified that a mere catalog of available educational media was not what the Senate was seeking from the ad hoc committee.

Vice Chairperson Hallberg said that the charge to the committee was to investigate if there were unmet needs of the faculty. The central question was if an instructional resources facility was needed at UNI.



Professor Klink indicated that this discussion had been very helpful and that she felt the ad hoc committee could proceed with its task.

DOCKET

9. 351 292 Report of the Academic Master Plan Committee (see Senate Minutes 1321, 1322, and 1323).

The Senate had before it a motion on the floor (postponed from the October 24, 1983 meeting--see Minutes 1322) to acknowledge receipt of this report.

Vice President Martin indicated that the Academic Master Plan Committee appreciates the previous comments made concerning its report, noting that academic planning is undergoing an evolution currently. He said that the first few items will be woven into a capstone statement for the Board of Regents, and added that the Board will be on campus next September to discuss academic planning at UNI. He pointed out that some items in the report, i.e., honors, have already been acted upon.

Chairperson Remington noted that the committee is making a report to the Senate and would welcome comments although it is not necessary for the Senate to comment or act.

Senator Sandstrom said that while much in the report is commendable, there seems to be no plan of action. He inquired as to how some of these suggestions could be accomplished.

Vice President Martin responded by saying that the committee can only recommend or exhort but cannot legislate. He indicated the committee can make suggestions--particularly in areas that do not fall into a normal jurisdiction.

Senator Goulet said he could not endorse the report and pointed out that it does not start with a clear point and flow to a logical conclusion.

Senator Story indicated that she felt the Senate should approve the motion for acknowledgement and indicated that if there were specific issues the Senate wished to discuss, they could be brought up as separate docket items.

Senator Goulet asked what the effect would be if the Senate did not act on this motion.

Vice President Martin indicated that some items, if acted upon affirmatively by other jurisdictions, will come back to the Senate as separate items. He stated that to endorse the report may be premature.

Vice Chairperson Hallberg noted he was pleased with the first two pages of the report since they seem to imply a new thrust back to strengthening the undergraduate program of the university. He stated he felt that the university does its job well when we address the needs of our undergraduate students.

Chairperson Remington indicated that some recommendations assume the concurrence of the faculty, while there is presently no evidence of such concurrence.

Senator Evenson asked what happens if the Senate does not acknowledge receipt of this report.

Chairperson Remington stated that not to acknowledge receipt is to say we have not had an opportunity to speak to the report.

Senator Evenson asked how he might indicate that he violently disagrees with some items in the report.

Chairperson Remington noted the Senate minutes would include his comment.

Question on the motion was called. The motion to acknowledge receipt of the report of the Academic Master Plan Committee was passed.

Hallberg moved, Tarr seconded that the Senate adjourn. Motion passed.

The Senate adjourned at 5:29 p.m.

Respectfully submitted,

Philip Patton,  
Secretary pro tem

These minutes shall stand approved as published unless corrections or protests are filed with the secretary of the Senate within two weeks of this date, Tuesday, February 7, 1984.



## APPENDIX A



University of Northern Iowa  
School of Business

Dean's Office  
323 Beasley Hall  
Cedar Falls, Iowa 50614  
Telephone (319) 273-6240

January 17, 1984

Mr. Tom Remington  
Chair of Faculty Senate  
UNI

Dear Tom:

The Department of Business Education and Administrative Management has requested that the name of that department be changed to the Information Management Department.

In the last two years, a serious re-evaluation of the mission and course offerings of this department has been carried out. The result is a curriculum package being forwarded to the University Curriculum Committee this year that represents not only new directions, but also a considerable streamlined curriculum in comparison to that currently existing.

The faculty in the department desires a name change to accurately reflect the new directions. This request has been approved by the faculty in BEAM, by Dr. ElVon Warner (head of the department), the School of Business Faculty Council, and me. Furthermore, Jim Martin has given his unqualified support to the request for a change.

I hope the Faculty Senate will see fit to approve this change in name. If you have questions or need more information, Dr. Warner can undoubtedly provide what you need. If not, please contact me.

Sincerely,

Robert J. Waller, Dean  
School of Business

RJW:cas

## APPENDIX B



University of Northern Iowa  
Office of the President

Cedar Falls, Iowa 50614  
Telephone (319) 273-5566

January 11, 1984

To: Cabinet

Deans

Department Heads

Professor Grace Ann Hovet, Chairman  
University Faculty

Professor Tom Remington, Chairman  
University Faculty Senate

Ms. Nancy Hinshaw, President  
Professional-Scientific Council

Ms. Mary Ann Hoversten, Chairman  
Committee on Administration of Clerical Personnel

Mr. Jim Hessburg, President  
UNISA

Mr. Robert Leahy, Registrar

From: Constantine W. Curris

There are two issues to which I would welcome your response. First, the Academic-Year Calendar for 1984-85 is:

August 29 -- Fall Semester Instruction Begins

December 24 -- Fall Semester Ends

January 17 -- Spring Semester Instruction Begins

May 17 -- Spring Semester Ends

There is nearly a month break between semesters, and a later than usual Spring Semester ending. What would be the response to modifying the Spring Semester calendar, accordingly:

January 10 -- Spring Semester Instruction Begins

May 10 -- Spring Semester Ends.

The spring break would, likewise, be a week earlier.

Secondly, several suggestions have been made to have our Commencement Exercise on Saturday after exams, as opposed to the Saturday preceding them.

I would appreciate hearing from you at your earliest convenience. You may wish to solicit opinions from others.

CWC:dm



## APPENDIX C

Jan. 23, 1984  
Dept. of Physics

Dr. Tom Remington, Chairman  
University Faculty Senate  
Baker 224  
University of Northern Iowa  
Cedar Falls, IA 50614

Dear Tom:

I realize that it is usual for the General Education Committee to report to the Senate at the end of the academic year. However, there is one item which it is desirable for the Senate to consider sooner than that. Therefore I would like to present a report of our actions over the first half of the year. Most of our time has been taken up in consideration of the Liberal Arts Alternate General Education Program. Early in this semester we should have this proposal ready for dissemination to the faculty for further reactions and comments. We hope that by the middle of the semester we will decide about a recommendation to the Senate.

One action which we took was to approve a policy that students who earned CLEP credit in both physical and life science (and thus fulfilled the General Education requirement in both category 1 and 2) could satisfy the laboratory requirement by taking any laboratory course in a department which offers courses in either category 1 or 2. Students who earned CLEP credit in only one of the two areas would still need to take a laboratory course in either category 1 or 2. The main concern was for students who were majoring in one of the sciences and should not be required to take an inappropriate, low level course just to satisfy the laboratory requirement. I feel that this is just a question on the implementation of the general education requirement and does not require Senate approval. If the Senate feels differently they should so indicate, since the registrar and student advising are now operating under this rule.

Our one recommendation needing Senate action is in relation to major programs which include a large number of courses which are approved for general education credit. Our feeling was that if a major is so broad that to satisfy it a student is required to take a large number of credit hours which contribute to his or her general education then some of these should be allowed to count toward satisfying the general education requirement as well as the major. We thus recommend the following addition to the general education rules:

If the requirements of a major include more than 15 hours of courses approved for general education (in one or more categories), those hours above 15 may be used to satisfy both major and general education requirements. However, no more than 8 hours from any one category can so count.

Since this policy may effect some curriculum planning, it would be useful to have the Senate act on this fairly soon.

Sincerely,

*Bob Ward*

Robert T. Ward, Chairman  
General Education Committee

## APPENDIX D



University of Northern Iowa  
School of Business

Cedar Falls, Iowa 50614  
Telephone (319) 273-2466

January 18, 1984

Professor Tom Remington  
Chairperson, UNI Faculty Senate  
Baker 224  
University of Northern Iowa  
Cedar Falls, IA 50614

SUBJECT: Committee on Instructional and Faculty Resources  
and Needs

Our committee has met to plan a course of action and study in regard to obtaining information on the various types of instructional and faculty development resources and needs as well as a proposed need for a center as recommended and discussed at the September 10, October 10, October 24, and December 5 Faculty Senate meetings.

The consensus of the committee was that the task was not sufficiently clear, and we would like a clarification of the following issues:

1. Are we to study the availability of instructional resources on campus?
2. What is your definition of the scope of instructional resources?
3. Are we to study the need for an instructional development center?
4. Are we to study the feasibility of an instructional center?

We know that the final motion reads: "that the University Faculty Senate resolve to create a study committee to obtain information on the various types of instructional and faculty development resources and needs which currently exist at the University of Northern Iowa and to report back to the Senate its findings and recommendations."

This committee would like clarification at your next meeting on any or all of the above.

*Aurelia Klink*

Aurelia Klink, Committee Chairperson  
c: Geraldine LeRocque  
Donna Maier  
Glenn Nelson  
John Wedman

## APPENDIX E

To University Faculty Senate  
From Grace Ann Hovet  
Re Study Committee: Instructional and Faculty Development Resources

### Background:

A group of ten faculty members submitted a document to the University Faculty Senate in August, 1983 calling for the creation of a Center for Instructional Development. Part of their rationale was that, in addition to the support for research that now exists, UNI also needs to support instructional development, providing, for example, a center where faculty could get help with course design, curricular organization, testing and evaluation, and media.

The Senate's discussion of this proposal highlighted the need for more information, especially in regard to 1) what resources were currently available; 2) how these resources were being utilized; and 3) how the availability and utilization correlated with faculty needs. Because instructional resources are sometimes tied into faculty development programs, the term "faculty development" was added to the considerations.

At the end of its discussion (during which it heard reports from the directors of the Educational Media Center and the Learning Resources Center), the Senate moved to establish a "study committee to obtain information on the various types of instructional and faculty development resources and needs which currently exist at UNI and to report back to the Senate its findings and recommendations" (Senate Minutes 1321).

Thus the charge to the Study Committee on Instructional and Faculty Development includes the request to

1. determine the most effective way of surveying current instructional resources and needs.
2. describe existing resources
3. ascertain to what extent existent resources are being used
4. determine how existent resources and utilization of them correlate with perceived needs (see 1)
5. report these findings to the UNI Faculty Senate